

# COMMON SCHOOL ADVOCATE.

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## GOOD ORDER IN A SCHOOL.

The first thing to be attended to in every school is Good Order. This point, not less essential to the comfort of the teachers, and to the communication of instruction, than it is to the happiness and the moral welfare of the child, must be gained at all hazards.—The want of order is the great master defect of nearly all schools. I know of no one thing which so powerfully counteracts the exertions of teachers as this want of good discipline. It is a great mistake to attend to instruction as the first thing; the love of order, punctuality, and cleanliness, ought to be awakened before the means of knowledge are increased; and this not because literary instruction is less important, but because discipline is itself a principal means both of moral and intellectual improvement. Every intelligent being sees and feels the beauty of order when he finds himself surrounded by it, and children do so even more than adults. A good teacher will know how to turn this natural taste for arrangement to account. I will only add that, whatever may in other respects be the talents of an instructor, if he cannot maintain good order, he is worse than useless as a moral governor of the young; he takes rank with the incompetent and the indolent.

The question then arises, How is order to be obtained? I should reply, by letting it be understood from the first that you are determined to have it. Good or bad arrangements,—a well or ill chosen system, (matters with which your pupils have nothing to do,) will, of course, materially affect the degree of order which can be maintained, and will also make a wide difference in the ease or difficulty of obtaining it. I am not now, however, speaking of systems, but of the kind of influence which must be exercised in order to make any system work quietly, regularly, and efficiently. And here nothing can be done without *unbending inflexible determination* on the part of the teacher.—He must be an absolute monarch, and he must speak and act as a man "having authority."

These last words start a new train of thought. They suggest the idea of One, before whom not the waywardness of childhood, but the wickedness of nature and hardened malignity, cowed and was abashed; and yet He was "meek and lowly," a "man of sorrows," in rank a servant, and in temper a lamb. With this example before us, need I add that the voice and look of authority are quite compatible with a spirit of

gentleness, love, and true humility? Ah! you will say, but He was "the Holy One." True! that was the secret of his power.—While he commanded others he was himself governed; not indeed by men, but by principles; and so must you too, if, like him, you would be in your appropriate place, the object at once of fear and of love. Law (not caprice) must rule in your school; law, of which Hooker beautifully says, "Her seat is the bosom of God, her voice the harmony of the world; all things in heaven and earth do her homage, the very least as feeling her care, and the very greatest as not exempted from her power; both angels and men, and creatures of what condition soever, though each in different sort and manner, yet all with uniform consent, admiring her as the mother of their peace and joy." But this is digression.

In enforcing authority, especially over numbers, *attention must be paid to the tone of the voice.* A horse it has been shrewdly observed, soon perceives the timidity of his rider by the shaking of his legs, and no sooner does he suspect fear than he refuses to obey. Children, in like manner instinctively discover by the tones of the voice when a teacher is unable to enforce obedience; and the moment that discovery is made his power is gone. He may implore, or he may be imperious; he will only excite their scorn. You will see that what I refer to, has little to do with what is termed a good or bad voice; it is not a question of high or low notes, and still less of loudness and vociferation. It is only *as an index to the mind*, as indicating the determination within, that the tones of the voice become important; and this kind of demonstration you will at once perceive may be conveyed as well in a whisper as in a shout. Only let it be a living voice, expressing the calm and quiet determination of a mind conscious of its strength, and it will rarely be resisted.

Bear in mind then, that the first step you have to take, in moral, as well as in intellectual education, is, to Establish Your Authority. There never was a more absurd notion than that which is becoming popular in some quarters, that children may be governed without authority, by moral suasion alone: that is to say, that they may be bro't to love duty without any intervention of arbitrary command. Do not listen to this mischievous trash for a moment. To what extent it may be possible to substitute explanations and reasons for commands, I do not pretend to say; but this I am sure of, no

good will be done unless the child knows that authority is at hand if reason should fail; and let me add, I account that moral discipline little worth, which does not teach a child to submit to authority, simply as authority. There are moments in the course of education, and even of life, when the delay which reasoning demands, would expose us to the danger which it is intended to avert, and where we must learn to yield to authority without a question.

Authority once established, obedience will be prompt, and very soon become habitual. No obedience, indeed, is worth the name, which is not prompt, habitual, and, I might add, cheerful. A languid and dilatory yielding to repeated commands is rank disobedience. "Not as in my presence only, but also in my absence," must be required; and nothing short of this is worthy of commendation. I know that it is attainable. I have again and again seen a school of five hundred boys proceeding a whole day, with the most perfect order and regularity, in the absence of every adult person capable of exercising even a shadow of authority. The moral influence of the absent teacher, aided only by subordinate arrangements among the boys, was governing hundreds who would have gloried in defying any exhibition of mere force. But it is not enough to assert for a time, even successfully, your claim to unqualified submission; authority must be maintained through a long course of years, under every diversity of circumstance, and with a constant succession of new scholars. Now this cannot be done by the mere exercise of will, however strong that will may be. You must now, therefore, endeavor to ascertain by what means you can gain an habitual ascendancy over the minds of the young.—Every one must have noticed the different degrees of influence exerted by different individuals in the same circumstances.—"Take," says Mr. Hall, "as an example, the case of two ministers of the Gospel, on the whole similarly circumstanced with regard to their congregations: the one almost idolized, the other barely treated with respect. What occasions the difference? The office is the same. The difference is in the men; and it consists, probably, rather in their respective tempers and dispositions, than in any inequality of talents or attainments. It is precisely thus in schools. In some schools every word which proceeds from the mouth of the master is eagerly seized upon and attended to; in others, it is as habitually disregarded."

*Dunn's Normal School Manual.*



From the Cincinnati Daily Gazette.  
**EDUCATIONAL MEETING.**

The Hamilton County Association of Teachers held its regular meeting at Carthage, on Saturday, the 27th of April. The meeting was large, and a great degree of interest was manifested by those in attendance.

The meeting was organized at 11 o'clock, Pres. Ray in the chair, and the exercises were commenced with prayer by Mr. Campbell. The minutes of the preceding meeting were read and adopted.

The following preamble and resolution, offered by J. L. Talbott, were discussed by Messrs. Gonzales, Talbott, Lewis, and Salomon, and adopted unanimously, viz.

"Whereas, Education, rightly understood, consists in developing and perfecting the whole physical, intellectual and moral powers of youth, forming their habits of observation and reflection, and fitting them for happiness and usefulness; and since this can be successfully accomplished only by a long and steady course of skilful training, therefore

*Resolved*, That the friends of Education will have made but little progress in their cause, till teaching shall be made a *distinct profession, and is recognized and protected by law.*"

The public schools of Carthage, having assembled in uniform at the place of meeting, under an appropriate banner, the following resolution was offered and unanimously adopted, viz:

*Resolved*, That this Association view with pleasure, the beautiful exhibition of the village schools at this meeting, and regard it as evidence of the deep interest the people take in the education of their children.

Messrs. J. L. Talbott, G. R. Hand, and O. Chester, were appointed a committee to nominate officers for the ensuing year. The meeting having re-assembled at 2 o'clock, Mr. G. H. Reynolds read a report on the state of education in Storrs township, showing an increasing interest on that subject in the public mind.

Mr. Boggs, of Springdale, offered the following, which was discussed by Messrs. McGulley, Talbott, and Jones, and passed without opposition:

*"Resolved*, That the stand taken by the Court of Common Pleas of this county, in appointing only teachers as examiners, is worthy of all commendation, inasmuch as the principle is first recognized, that teachers only are the proper judges of the qualifications of teachers; and if it should be necessary to appoint sub-examiners in the townships, we hereby recommend that the same principle be carried out."

J. L. Talbott offered the following resolution, which was discussed at some length by Messrs. Lewis, Talbott, Salomon, Pickett and Campbell, and passed unanimously:

*"Resolved*, That this Association approve

the system of a general board of examiners for each county, by which teachers may be brought together, and incited to improvement, and the organization of the profession promoted."

The following resolution was offered, and after some discussion, laid on the table, viz:

*"Resolved*, That we advise the county examiners, when they deem it expedient, to appoint suitable persons for the examination of female teachers, in the distant townships, but we see no sufficient reasons to justify the examination of male teachers, by any other than the county board."

*Extracts from Home Education, by ISAAC TAYLOR.*

*See there!*

"Yet this is but a portion of the benefit accruing from an extended acquaintance with descriptive vocabularies; for, as any one knows, words are at once our guides and our goads in seeing, hearing, tasting, smelling, feeling, with discrimination.—Words are the stimulants of perception, and the indicators of the less obtrusive class of sensible facts. There are many thousand appearances in nature—there are innumerable varieties in figure, motion, color, texture, which would never arrest the eye, and of which we should take no sort of cognizance, if we had not first come to the knowledge of the word which notes the particular phenomenon, and thence been led to look for its archetype in nature.

The hearing of a new descriptive term, with its meaning, is like the—"see there," addressed by the quick sighted and well-informed, to the dull, when the two are taking their turn through a museum. It is thus that the reading of poetry opens the eyes of a new world of phenomena, obvious indeed, but not actually observed until we receive this sort of aid. An appropriate instance of illustration of my meaning, may be found in the set of phrases employed by medical practitioners for characterising the variations of the Pulse: for this example shows how very much the exactness of our perceptions depends upon the mental aid we receive from the use of distinctive terms.—An unprofessional finger, how fine soever may be its sense of touch, does not usually discriminate more than four or five varieties of beat, at the wrist; and we are content to say that the pulse is—quick or slow—hard or soft—strong or weak. But the varieties noted by the physician, and retained in his recollection by the use of distinctive epithets, amount to as many as two and twenty. As for instance, the pulse is said to be either—frequent, slow, intermittent, equal, regular, or of varying force: or it is—full, long, laboring, bounding, feeble: or it is—hard, sharp, strong: or it is—wiry, weak, soft, yielding: or it is—quick, or tardy: or it is—large, or small. Now by the mere aid of this set of phrases fixed in the memory,

an unprofessional hand might be trained, with a little practice, to feel and to distinguish all these varieties. Descriptive words, then, and especially technical terms, might justly be called the *antennae* of perception; it is by these that we feel our way towards nicer, and still more nice sensations.

Or let any one give a few days' attention to a botanical glossary, storing his memory, pretty well, with those phrases which have been constructed for the purpose of noting what common eyes do not discriminate, in the forms and colors of the vegetable world. The mere possession of these words enables him to see what, without them, he would never have noticed. We now put out of view the regularly conducted and scientific study of botany, and borrow an illustration from it, with the single intention of showing how the mere acquirement of descriptive phrases, understood in their etymology, and their actual or technical application, *OPENS THE EYES*, and leads the way to an extended and precise observation of nature. These same terms then, so employed to fix the attention upon particular phenomena, thenceforward discharge a higher function in regard to the conceptive faculty, serving to bring before the mind—not vague impressions merely of the more obtrusive features of nature, but all the varied richness of her garb, and with the utmost exactness."

*Why had one better meet a bear bereaved of her whelps, than a fool in his folly?*

"The analogies embodied in national proverbs, apothegms, and colloquial maxims of prudence, though of a different kind, are not to be neglected. Such of them as embody a sentiment which in itself is intelligible to children, are proper for stimulating their perception of relationship. Without any desecration, the Proverbs of Solomon may be had recourse to for this very purpose; that is to say, those of them that turn upon a figure; for a large proportion are merely didactic affirmations, or laconic expressions of the general results of experience. But there are more than a few that are at once tropical, and intelligible, even to a young child; and they may be propounded as riddles, to be solved by whoever of the circle can do so the soonest, and the most correctly. It may be asked, for example—

Why the way of the slothful man is as a hedge of thorns?

Or, on what account it may be said that envy is the rottenness of the bones?

Why is a sluggard to him that sendeth him like smoke to the eyes, and as vinegar to the teeth? or

Who is he that scattereth, and yet increaseth? and

Who that withholdeth more than is meet, but it tendeth to poverty?

Who is he that maketh himself rich, and yet hath nothing? and who maketh himself poor, yet hath great riches?

How is it that he who ruleth his spirit, is better than he who taketh a city?

Why had one better meet a bear bereaved of her whelps, than a fool in his folly?

Why are the words of a talebearer as wounds?

How is wine a mocker?

How is it that poverty comes upon the slothful as one that travelleth, and want as an armed man?"

#### The Inference.

"But having granted this, we must return to our present purpose, and look a little more narrowly to the real nature of the proof whence, in modes a thousand ways diversified, and gathered from ten thousand sources, is derived the momentous inference whereon rests all virtue, all truth, all peace, and all hope, for man.

What is meant by proofs of the power, wisdom, and goodness of God, in the construction of the vegetable and sentient orders, are so many instances of ANALOGY, connecting, by an instantaneous sympathy, certain elements of our own rational consciousness with the attributes of THE MIND UNSEEN. For example: we find ourselves to be endowed with power, which, to a certain extent, enables us to alter the position, and to modify the influences of the material elements about us; we also possess reason, whereby we conceive of a certain state of things as possible, and as desirable, and whereby we devise the means fit for giving actual existence to what we have so imagined. Moreover, we are conscious of a lively pleasure in beholding, and in promoting the enjoyments of others; and this feeling, which we call benevolence, impels us to exert our power and reason, for the good of others.

Now as often as any thing comes under our observation, which appears to be what we might ourselves have effected, had our power and skill been equal to the production of it, we involuntarily assign it (unless our notions have been sophisticated) to the agency of a mind like our own, although, perhaps, of far superior endowments. It is not a process of reasoning that passes through our minds, on such occasions: nor do we first lay down certain self-evident principles, and then advance, with cautious steps, to the inference—That this work of wisdom and benevolence which we are examining must have had a wise and benevolent author:—any such concatenation of reasoning would confuse the very elements of reason.

In illustration of this natural process of thought, let any one suppose that he has been confined in a chamber whence every ray of light is excluded; and that at length he is startled from vacancy of mind or sleep, by a whisper, of which however, at first, he does not distinguish a word, or catch the meaning; nevertheless, the not to be mistaken tones of the human voice exclude the

possibility of doubting that, where he had thought himself alone, another, and one like himself, is actually present. He listens, and this whisper becomes more audible, and at length he recognizes the words—uttered with intelligent intonation—

Now heaven, in all her glory shone, and rolled

Her motions, as the great first Mover's hand First wheeled their course: earth in her rich attire

Consummate, lovely smiled.

"Now these words, thus feelingly uttered, are enough to give him an irresistible persuasion that there is present with him in this chamber of darkness, a MIND. Whether it be lodged in a human or celestial form, he knows not; yet it is a mind; and it is one which, like his own, holds correspondence with language; it is one, like his own, alive to rhythm in the collocation of words; and, like his own, conscious of the rational sequences of ideas, and of the fitness of epithets. On the ground of this conviction, and especially if the tones of the voice be such as are the well-known accompaniments of goodness and intelligence, he confidently attributes to his unseen companion those qualities of intellect, and those dispositions which warrant his inviting the freest and happiest communications. That is to say, the mere utterance of these lines has opened a world of analogies, between his own mind, and another, really, though not visibly present in the same chamber. What is necessary in order to his feeling this constant persuasion, and for his availing himself of it, is by no means the logical ability proper for groping his way through a tangle of syllogisms; but simply—a sound constitution of mind; or just that same reason and feeling in himself, of which he has the evidence as existing in another."

#### LITERARY MECHANICS.

"The two Stephensens, father and son, were both of them among the best and most laborious printers, and the most learned men of their age. The first, or Robert, author of the great Thesaurus of the Latin language, did more," says De Thou, "to immortalize the reign of Francis I. than all the monarch's own most famous exploits." Henry Stephens, the son, was one of the most learned men that ever lived; and although toiling in a laborious occupation, under the pressure of misfortune and penury—and often wandering about in quest of mere subsistence, he was so voluminous an author, that if he had spent his whole life in writing books, he would have left enough for us to admire in his industry and fertility of mind. His Thesaurus of the Greek language, the fruit of twelve years laborious application, is well known to the learned.

Brindley, the celebrated engineer, was till near the age of manhood a carter and

ploughman, afterward a millwright,—in which employment his mind was trained for the grander exhibition of inventive genius in superintending the construction of the Bridgewater canal, with its tunnels, aqueducts, and locks.

Watt, a mathematical instrument maker and general engineer, was placed in the path of discovery the more easily and successfully, by his combining with practical science the study of its theory. His steam engine, if not the unavoidable was at least a natural result of his frame of mind, and mechanical pursuits, despite the obstructions interposed by delicate health and not unfrequent sickness.

Bewick, the celebrated engraver on wood, and author of the History of Quadrupeds, delighted from his earliest years in observing the habits of animals; and it was this fondness, which could only have been indulged in the freedom of a country life, that gave rise to his first attempts at drawing. He ever continued to be fond of all the manly and invigorating sports of the country.

Ferguson, while yet a shepherd and farm servant, was a student of astronomy. His first attention to mechanics, when only seven or eight years of age, was from witnessing the employment of a beam resting on a prop, to raise part of the roof of his father's house which had fallen in.

Not dissimilar to this was the early life of our own Rittenhouse, who, when a young man, used to draw geometrical diagrams on his plough, and study them as he turned up the furrow."

#### PREJUDICE.

A perfectly sound and just mind is a rare and invaluable gift. It is given but to few; and a very small number of these escape the bias of some predilection, perhaps occasionally operating, and none are at all times perfectly free. "I once saw," says Mr. Cecil, "this subject forcibly illustrated. A watch maker once told me, that a gentleman had put an exquisite watch into his hands that went irregular. He took it to pieces, and put it together again twenty times. No defect was to be discovered. And yet the watch went intolerably. At last, it struck him, that possibly the balance wheel might have been near a magnet. On applying a needle to it, he found suspicion true. If the sound mind be magnetized by any predilection, it must act irregularly."

THEORY AND PRACTICE.—Man is fond of describing the benevolent nature of the human heart, but niggard in giving a practical argument to his theory. Richardson has clothed a hero in the richest garb of generosity, while the author himself would bestow but a small pittance in money upon the poor Johnson, even though kindred genius required his charity.



From the Cincinnati Daily Gazette.  
**TO COUNTY AUDITORS.—COMMON SCHOOLS.**

*Gentlemen:*—I send herewith a circular to the County Commissioners in reference to that part of the law of last session, which authorizes them to reduce the school revenue. Will you lay it before that board, and cause it to be published in the newspapers of your county?

The law has been forwarded to you during the last month, and has, I hope, been examined by you and published in your newspapers, as requested.

To reduce the school revenues at this time is to take the most direct method to deprive the people of the advantages of good common schools. It is hard enough under the most favorable circumstances to get the schools up to the standard that they ought to occupy, but when there is backwardness with any of the school officers, the difficulty is greatly increased. You, gentlemen, are made county superintendents, guardians and patrons of the common schools; you are supposed to be the warm friends of these institutions, and ready to sustain them to the extent of your power. A patron that is indifferent to the cause placed under his patronage would not deserve much compliment, but one that would embarrass such a cause would certainly be liable to censure. You cannot be indifferent to the success of so important a part of your duty, much less can you favor so suicidal a step in reference to this work as a reduction of the school revenue. You know that the present income is hardly sufficient to impart to these institutions some symptoms of life and energy, and to take away any part now, would seriously injure, if not destroy, the healthy action that is but just commencing in your county.

If you must reduce taxes, I ask in behalf of the youth, that you do it in some other department—do not take away “the children’s bread.”

I know there is a great affected doubt whether the people will sustain a revenue for common schools. To say that they will not is to say that they are less intelligent than in the middle and eastern states. I have never doubted the intelligence and enterprise of the public: we are a part of the public, and have probably both known, by experience, all the labors and sufferings common to laboring people; we ought to confide in them. I believe the common school the wisest and most patriotic of our civil institutions, and I believe my fellow-citizens (where their self interest does not blind them) are as well convinced of this fact as I am. It is this confidence in them that would induce me to vote for common schools, and funds for their support, if all my interest and reputation depended on the result. The measure would be right, and the people, in spite of any effort to deceive them,

would see that it was right, and would approve it—I would not fear to risk my life on the issue.

I shall address you another circular shortly on other business. **SAML. LEWIS.**

*To the County Commissioners of the several Counties in Ohio.*

**COMMON SCHOOLS.**

*Gentlemen:*—The last session of the Legislature has invested you with the power of reducing the school tax, and thereby retarding the progress of popular education, at least, for a while; on your action, therefore, will depend in a great measure, the advancement of this important work. The deep interest thus involved, will justify this address to you, and I ask in behalf of the people of your county, a careful and deliberate consideration of the subject, before you take away any part of the support of our common schools.

I am aware that difficulties exist in a few districts, in carrying into effect the details of the law; and in a state made up of emigrants from so many states and nations, no law has ever been passed that had not its difficulties to encounter, but these will subside as we become accustomed to a systematic and prompt discharge of our school duties; and here let it be remembered that no complaints are made of having too much school money. A few wealthy persons may complain of the payment of school tax, but neither the school officers nor the people complain that there is so much school money as to injure the schools; on the contrary, the greatest complaint is the want of money to support the schools; and it is now well understood that no man can be a friend of common or free schools, who is against furnishing the funds for the support of these schools:—they cannot be supported without funds; to say “Be ye warmed or be ye fed” without supplying the means of warming and feeding the hungry and naked, would not be more a mockery, than to profess friendship for popular education and withhold the funds, without which the common schools cannot be supported.

There may be some difference of opinion on other points connected with this subject; but we repeat there cannot be a difference in opinion among the real friends of the people’s schools, (which we call the common schools,) on the importance of making the necessary public provision for the support of these institutions. Think not that it is favor granted to those who are unable to provide instruction, it is their right, and should be held as sacred as the trial by jury, the elective franchise, or any other institution that we hold to be inviolable. It is true that a majority of our youth have parents and friends able to educate them, but it is not the less true that in every township in the State there are some whose parents

have gone to the silent grave, some who have never felt the joy of being folded to a parent’s bosom, who have never prattled on a father’s knee, and remember not the nectar of a mother’s lips; many, alas too many of these are compelled to find an unwelcome home in the houses of strangers, and are shut out from those sweet sympathies and affectionate influences that imperceptibly enter into the constitution of the temper, and help to mould the human mind into all that we call lovely, amiable, and valuable; a vast portion of those youths can never enjoy the advantages of education, unless provision for them is made in common schools.

Nor should you forget another large class, being those whose parents are reduced to comparative poverty by unavoidable misfortunes; alas! how many mothers, whose desire to provide for their children induces them to labor from early dawn till midnight, who look upon their children with a bitter anguish, while reflecting that after all their suffering and toil to rear the little objects of their love, it is but to leave them destitute of friends, fortune, or learning, to the cold charities of a selfish world, where, for the want of education, they must always occupy places that the world calls humble; could we but have witnessed, gentlemen, all the tears of affectionate mothers that have been shed in Ohio, because their children could not enjoy the advantages of education, it would be an irresistible argument, and your tongue would sooner cleave to the roof of your mouths, than be used to vote for reducing the already too scanty school funds.

Some of you say, “the taxes are too high;” we reply by asking for what purpose the taxes are raised? The answer must be, for constructing canals, turnpikes, rail roads, and such like improvements; the effect of which is to increase the value of lands in the State, but how does it help those who have no lands or other property; does it make the means of living cheaper, or does it lighten the burdens of the laborer? Does not experience prove that while these improvements have almost doubled the expense of living, the price of labor has scarcely advanced at all! I do not oppose these improvements, but wish you to recollect that the poor are not so much benefitted by public improvements as the wealthy are, and that the only tax that is raised, in the disbursement of which the poor derive equal benefit, is the school tax; pass not over this suggestion hastily; if it is wrong, expose its fallacy, but if it is true, let me entreat you, in behalf of our common country; and of the free institutions of which you boast, not to take away the only support under Providence, on which these institutions rest. Shall I be told that there are no poor in our land, such language would be empty boasting, or it must come from those who have never been familiar with the common walks of life.—No poor! Before this can be said, you



must shut up the grave; you must throttle the tyrant, Death, that he enter no more the happy home of the young parent; go, write your decrees, publish and execute them, that never more widow's tears shall be shed, or orphan's sighs be heard in our happy land; go chain the elements, that fire nor flood may no more consume in an hour the savings of many long years of labor and toil. Stop not here, but bring some unailing panacea, that will close the issues of life, and make perpetual health bloom in the face of every parent, so that they can toil on; and with the fruits thereof, save their children from the misfortune of being poor; but while affliction and sorrows are permitted by an all-wise Providence, there will be poor. "The poor ye have always with ye," was spoken by him who spake as man never spake. But we ask not that support shall be given to common schools merely for the benefit of the poor; such schools would do in countries where the great effort of those in power is to keep up distinctions in society, which in this country cannot and ought not to be sustained.

We urge that the common schools should be made good, and when they are good enough for the wealthy they are good enough for the poor; each have equal interests at stake and should be provided for on equal terms.

If my health had permitted, I would have visited many of the counties before this law could have been acted on, to see and converse with those who have the direction in this matter, but I am compelled to adopt this mode of communicating with you; no question will be presented to your consideration so important as this; I have never feared the success of common schools if it could be left with the people unmixed with other influences. The naked question is, do the people desire to have money for the purposes of education? If there are defects in the school law, amend it; but do not blend dissatisfaction at the conduct of school officers with opposition to schools. A fearful responsibility rests on all of us who have any part in the administration of the school law; our law leaves every thing to the people, and it is not strange that there should be occasional mistakes and difficulty; but I repeat, it is not because there is too much money. Nor can you by reducing the tax do away with common schools. While democracy and republicanism exist in our state, while the elective franchise remains, we will have common schools, we will have the means of education for all our youth, and if for a time you hold back this, the people's cause, it will but gather more strength, and finally make the demand in a manner stronger and more peremptory than heretofore.

In concluding, let me say, that whatever may be the opinion of the County Commis-

sioners personally, there can be no great need of acting precipitately; where there is serious doubt and no necessity of immediate action, better let it stand until the people have had an opportunity of expressing an opinion; if you err in leaving the tax as it is, it will be in favor of the people; better so than against the people. We have not had one year's experience of an efficient school system, and do not, I beseech you, take away the foundation on which that system rests.

If there is one principle that is more than any other identified with democracy, republicanism, and liberty, it is that of universal education. Without this the very name of liberty will become the stalking horse on which demagogues, anarchists and usurpers will ride into power and prostrate every thing that is valuable in society.

It is fortunate that Heaven has made our duty and our interest the same: our best interest will be the most certainly promoted by those very things which patriotism and a love of our fellow men demand at our hands, that you may so decide this question as to promote the happiness and prosperity of our beloved State, is the sincere desire of your fellow laborer,

SAM'L LEWIS.

#### MECHANICS.

"Look at that Tailor, driving his barouche and horses," said a whiskered dandy in Broadway; "how can America ever arrive at distinction, when all classification of persons is thus annihilated, and the coach of your tailor runs against your own tilbury."—This is the opinion, no doubt, of many who never earned a dollar by their own industry. Buonaparte, the best judge of human nature and of merit, never visited a great painting, or a specimen of ingenuity or mechanical art, that he did not, on taking leave walk up formally to the artist, or mechanic, or engineer, and, taking off his hat, salute him with a low and respectful bow; it was an homage due to merit, and he always paid that debt. Nothing gives me more pleasure than seeing a mechanic in his own coach, that is to say if he drives his own coach on the actual profit of his occupation; if he mistakes the time, and begins too early, he is lost; for a mechanic who sets up his coach, and is compelled to set it down again, from a premature commencement and not understanding his position, is a poor creature indeed, and runs ahead of his business.

It is a custom, and a bad custom, in England, to look on tradesmen and mechanics as an inferior class of men, without reference to their character or wealth. This however, grows out of the distinctions and classifications of society in a monarchical form of government, and keeps mechanics, excepting in the city of London, continually under the ban, and consequently prevents their ever attaining a high rank; and we re-

gret to add, that we are tinctured a little too much in this country with the same feelings. Some of our families, accustomed to believe that there is in a mechanic something low and grovelling, prefer bringing up their sons to a profession, or in a counting house, or in a retail fancy store, and when they come of age, they have no capital to give their children to commence business with, and they drag out a wearied and poor existence, depending on chance, and seldom attaining affluence. This is not the case with the sober, industrious mechanic: he has a business, a capital of which he cannot be deprived, and if he possess ingenuity and enterprise, and, above all, sobriety and industry, he is very likely to attain fortune. The secret, therefore, in this republican country, is to give your sons a good education, an education suitable to any profession, and then make mechanics of part of them, because if they are temperate, ingenious, industrious and frugal, they must make a good living, but if those principles are engrafted on a good education, such mechanics not only become rich, but they become great.

The education which qualifies them for the bar or the bench—for the highest honor of a profession, imparts a greater value to their mechanical pursuits, and enables them to take a high rank in the political world, sustained by a powerful interest; and if we had a larger portion of mechanics in Congress than we now have, the country would repose in safety on their sagacity and intelligence. True there are privations and inconveniences in learning and working at a mechanical business—boys must be up early and late—live hard—work hard; they must make great sacrifices of ease and comfort for a term of years, and then they will begin to realize the good results—to taste of the good fruit—besides, what is above all price, their habits from fourteen to nineteen are formed in a proper and safe mould, free from indolence, vice and extravagance.

The very dandy who turned up his honorable nose at the Tailor driving his barouche and pair, was actually the son of a mechanic, and inherited a large fortune, which he does not know how to use. In a few years he will have dissipated it in folly and extravagance, and then become a loafer, and without knowing how to earn his bread, he will follow the meanest trade in the world, that of begging.

Let parents who have several sons, and not means to give them all fortunes, begin in time to bend their minds to the consideration of some useful occupations—

"Just as the twig is bent  
The tree's inclin'd."

The other day I held a colloquy on this very subject with one of my boys—a little fellow, full of sprightliness and ambition.—"Father," said he, "what trade am I to learn?"



"A lady's shoemaker, my son." "A what?" said the little urchin, his full blue eyes widening with a stare of astonishment, and his broad cheeks reddening to the crimson of pulpit cushions—"a lady's shoemaker! Why what is the use of my learning English, and French, and Spanish, grammar and the globes, arithmetic and dancing, and playing on the fiddle, and composition, and elocution, and riding on horseback, if I'm only to be a lady's shoemaker?" "Precisely so, my son—when you have finished your education you shall learn to be a lady's shoemaker; when you have served out your time I will send you to Paris or Madrid, for a year or two, to finish your trade with the very first masters; there they make beautiful shoes—then you shall have a store in Broadway a small capital will set you up in business, and do you not think that the ladies of the city would prefer a well educated, gentlemanly young man, with good address, and a perfect master of his art, to take measure of their delicate feet, than a greasy, rough looking, rude fellow, with his fingers all over wax? Certainly. You would be every where patronized—your work would be praised, and your fortune soon made. Now is not this better than putting a pair of specs on your nose—a thread-bare black coat on your back—Blackstone in your hands, waiting day after day for a client?" "Well, but father," said he, "you will give me as much money as I want when I am a man,—there is no use in my working." "Yes, but there is, my boy—you must earn money by your industry—were I to give you money and bring you up in idleness, what would become of you when the money was all gone?" The little fellow did not exactly understand the philosophy of such conclusions, but as he grows older he will view the matter in a proper light. After all said, much depends on the good counsel of mothers in laying the foundation for a sound superstructure in the minds of their sons. Let a widow left only in moderate circumstances, have four well educated boys, who have honorably and successfully served out their times in some mechanical business, and see how much more comfortable are her prospects in old age, than if she had four sons depending on precarious professional pursuits for their living.

This reasoning partially applies to daughters, who are by far less troublesome and difficult to manage than sons. It is incredible how many avenues to comfort and employment are opened to girls, if they are industriously disposed. There are three young ladies, daughters of a respectable but moderately circumstanced family, remarkable for neatness of dress and a reserved manner, attributed by many to pride. Calling in at rather an unusual visiting hour, I found the mother and daughters employed in making muslin shirts, for which they received only a shilling a piece, and they frankly informed me that they clothed themselves entirely

by their needle. The cause of their pride was thus explained—it was the pride of conscious independence.

#### THE COON SKINS.

In the county and year which I have not mentioned, there lived three boys; which circumstance, though the county was small, may not be considered, in the whole, very singular. These boys, however, used to hunt their horses and cattle on the same prairies, go to the same school, when there was any to go to, attend the same meeting, and hunt deer, turkeys, prairie fowls and raccoons in company. It may be added, that they were "forted" often in the same block house, and endured together the hardships and perils of a frontier settlement during an Indian war. Thus they grew up, side by side, and were associated in all the sports and efforts of youth, until the days of manhood led them by different paths to the pursuit of the usual objects which present themselves for man's ambition.

A few years after they were thus separated—though not so widely as to lose sight of each other—in the mean time an election took place in the little county which I have not named, of such general interest, as to make it worth while for some of the leading men in the state, of commanding influence at this particular point, to attend. A judge of the circuit court, and the attorney general of the state were accordingly seen on the day of election busily engaged among the electors, exerting their talents, learning and personal efforts with great effect, on the opposite sides of the pending question. It is no part of my business to say which succeeded, or which was most powerful in ability, or in popularity. They were honorable men, and were respected as such.

In the course of the day, and while these gentlemen were standing near each other, a shabbily dressed fellow, bearing substantial marks of improvidence, poverty and degradation, came reeling up towards one of them, and with a knowing and somewhat sarcastic leer, cried out, "I say, Sam, has you and George ever settled it about them ere coon skins yet?" A hearty and general laugh was the consequence, in which the dignified officers joined, it is believed, with as hearty good will, as any of the company; all of whom understood the allusion to the scenes of youth as well as the parties themselves.

Here were the identical three boys who had grown up together on the spot where they were now standing. And they were standing among those who had seen them grow up, or who had grown up with them; every individual, perhaps, knowing them as intimately as members of a large family are known to each other. And they knew the difference! Two of these boys were now operating with efficiency on the mass of mind around them—the other only receiving impressions and acting under extrane-

ous influence. Two of them high in standing and high in office—the other sunk to the bottom of society.

What made the difference?

Not talents. It is believed that in native intellectual power, the hunting shirt boy was fully equal to his school and play fellows.

Not literary advantages. They fared alike in childhood and youth—all enjoying all the "schooling" that could be had in the county. And when they were grown to manhood, the same advantages were within the reach of all three—and in an equal degree. I must correct myself here. The least cultivated had, it is believed, the means of obtaining an education in a greater degree than either of the others: and would have had fewer difficulties to meet and overcome.

Not wealth. The advantage was altogether on his side.

Not family. All were respectable; but he had the decided advantage, if it be an advantage to have friends in prominent stations. His father was extensively known and stood high, having at one time occupied a judicial office; his brothers, two or three of them, were popular members of the legislature, &c. They had to win their way without such help.

Not ambition. His was equal to theirs.

Not industry. So far as labor was concerned, he would perform as much as they.

What then made the difference? Was it not *temperance*?—*Pittsburgh Gaz.*

#### THE OLD SCHOOL HOUSE.

BY LYDIA H. SIGOURNEY.

Once, in travelling, I observed an old building, which appeared to be falling into ruins. No smoke issued from its broken chimney.—No foot crossed the grass-grown threshold.—The casements were gone, and through their vacant places, the winds whistled and the rains fell.

I asked, "What is this building, which is suffered to decay?" They answered, "a school house. But a part of its materials have been used to build a better one, in a more convenient spot, for the village children."

So I paused there, a little while, to meditate. And I said to myself,—what a variety of scenes may have passed within these tottering walls. Where are the teachers, who in years gone by, sate in the chair of state, and ruled, and gave instruction?

In yonder corner, perhaps, was a low bench for the little ones conning their alphabet.—Those little ones have grown up, grown gray, and died. The babes whom they rocked in the cradle, have shown the same tenderness to their own babes. "One generation passeth away and another cometh?"

Beneath these windows where that trim old sycamore looked in with all its show of green leaves, waving and gossiping in the



breeze of summer,—I imagine a row of young girls, with their sunny locks, knitting, sewing,—or listening with serious faces, while the mistress taught them what it was necessary for them to know, when they became women.

The snows of winter seem to spread around. The frozen pond, in the rear of the school house, is covered with boys. The clock strikes nine. They hasten to their school. The narrow entry rings with the jingle of their skates, as they throw them down. One or two, who love play better than study, approach with more lingering steps.

Methinks I see their ruddy faces as they take their seats. The master raises a stern eye at their clamor or stifled laughter, and commands them to write their copies and attend to their sums. But the treatise on Arithmetic is thumbed,—and the Grammar lesson curled into dog's ears, by those whose roving thoughts are among their winter sports.

Then there was the long sigh of indolence and the tears of such as were punished. And there was impatience there, and ambition, and hope, and the kindlings of intellect, and the delights. The master endeavors to rule each for their good, as the wise magistrate restrains the people by laws.

I fancy that I behold that teacher walking homeward, weary and thoughtful, when the day was done. He felt sadness for those who did not improve, and over those who did, he rejoiced with a peculiar love.

Perhaps, he repeated mournfully the words of the prophet: "I have labored in vain; I have spent my strength for naught." And a voice from heaven answered in his heart—"Yet surely thy judgment is with the Lord—and thy work with thy God."

Old school house! Couldst thou speak, I doubt not thou wouldst tell me, that eminent men have been nurtured in thee; ingenious mechanics, on whom the comfort of the community depends; athletic farmers, laying the forest low, and forcing the earth to yield her increase; physicians, whom the sick sufferer blesses; eloquent lawyers; wise statesmen; holy priests, who interpret the word of the Almighty.

I wish that the school houses in our country were more commodious and tasteful in their construction—more spacious and airy—surrounded with trees, or beautified with shrubbery.

There was once a benevolent man, who went to the continent of New Holland. He found multitudes of children, growing up, neglected and ignorant. He wished much to have them taught. But there was no school house.

So he collected them under a spreading tree, whose branches could shelter, at least one hundred, from the heat of the sun. He hung cards, with painted lessons among the boughs. And there, he taught the poor colonists to read, and to spell and to sing.

There are very beautiful birds in that country. Many of them had nests in this large tree. So there they were, flying about, and tending their young, while the children were learning below;—and the chirruping of the new-fledged birds, and the warbling of their parents—and the busy voices of the children learning to be good—made sweet music in the heart of that benevolent old man.

Did they not ascend, and mingle with the praises of angels, around the Throne?

*Ladies' Companion.*

#### THE MOTHER'S GRAVE.

I followed into a burying ground, in the suburbs of the city, a small train of persons, not more than a dozen, who had come to bury one of their acquaintance. The clergyman in attendance, was leading a little boy by the hand, who seemed to be the only relative of the deceased in the slender groupe. I gathered with them round the grave, and when the plain coffin was lowered down, the child burst forth in uncontrollable grief. The little fellow had no one left to whom he could look for affection, or who could address him in tones of parental kindness. The last of his kinsfolk was in the grave—and he was alone.

When the clamorous grief of the child had a little subsided, the clergyman addressed us with the customary exhortation to accept the admonition, and be prepared; and turning to the child he added, "She is not to remain in this grave forever; as true as the grass which is now chilled with the frost of the season, shall spring up to greenness and life in a few months, so true shall your mother come up from that grave to another life, to a life of happiness I hope." The attendants shoveled in the earth upon the coffin, and some one took little William, the child, and led him forth from the lowly tenement of his mother.

Late in the ensuing spring, I was in the neighborhood of the same burying ground, and seeing the gate open, I walked among the graves for some time, reading the names of the dead, and wondering what strange disease could snatch off so many younger than myself—when recollecting that I was near the grave of the poor widow, buried the previous autumn, I turned to see what had been done to preserve the memory of one so utterly destitute of earthly friends. To my surprise, I found the most desirable of all mementoes for a mother's sepulchre—little William was sitting near the head of the now sunken grave, looking intently upon some green shoots that had come forth with the warmth of spring, from the soil that covered his mother's coffin.

William started at my approach, and would have left the place; it was long before I could induce him to tarry; and indeed I did not win his confidence, until I told him that I was present when they buried his mother, and had marked his tears at the time.

"Then you heard the minister say, that my mother would come up out of this grave," said little William.

"I did."

"It is true, is it not?" asked he, in a tone of confidence.

"I most firmly believe it," said I.

"Believe it," said the child,—"believe it—I thought you knew it—I know it."

"How do you know it, my dear?"

"The minister said, that as true as the grass would grow up, and the flowers bloom in spring, so true would my mother rise. I came here a few days afterwards, and planted flower seed on the grave. The grass became green in this burying ground long ago; and I watched every day for the flowers, and to-day they have come up too—see them breaking through the ground—by and bye mammy will come again."

"But my little child," said I, "it is not here that your mother will rise."

"Yes, here," said he with emphasis, "here they placed her, and here have I come ever since the first blade of grass was green this year."

I looked around, and saw that the tiny feet of the child had trod out the herbage at the grave side, so constant had been his attendance. What a faithful watch-keeper—what mother would desire a richer monument than the form of her only son bending tearful, yet hoping, over her grave.

"But William," said I, "it is in another world that she will arise," and I endeavored to explain to him the nature of that promise which he had mistaken. The child was confused, and he appeared neither pleased nor satisfied.

"If mammy is not coming back to me—if she is not to come up here, what shall I do—I cannot stay without her."

"You shall go to her," said I, adopting the language of the Scripture,—"you shall go to her, but she shall not come to you again."

"Let me go then," said William, "let me go now, that I may rise with mammy."

"William," said I, pointing down to the plants just breaking through the ground,—the seed which is sown there would not have come up, if it had not been ripe; so you must wait till your appointed time, until your end cometh."

"Then I shall see her?"

"I surely hope so."

"I will wait then," said the child, "but I thought I should see her soon. I thought that I should meet her here."

And he did. In a month, William ceased to wait; and they opened his mother's grave and placed his little coffin on hers—it was the only wish the child expressed in dying. Better teachers than I had instructed him in the way to meet his mother, and young as the little sufferer was, he had learned that all the labors and hopes of happiness short of Heaven, are profitless and vain.

*Phil. U. S. Gaz.*



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President of 1st Ward Board of Directors, Pittsburg.

THOMAS F. DALE,

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School Director, Alleghany Borough.

LOUISVILLE, Ky., April 23, 1838.

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Gentlemen—It is some months since the appearance of the "Eclectic School Books" in this city and we are happy to say, that they receive the hearty approbation of both teachers and parents, and excite a deep interest in the minds of the scholars. These books have been arranged by practical and efficient teachers. President McGuffey, the principal one, is the most popular and useful lecturer on the subject of education that has ever honored our city. His singular and happy talent of illustrating whatever he undertakes, in a manner so clear and forcible as to carry conviction to every rational mind, has enabled him to adapt his books to the heart, the feelings, and the reason of those for whom they are intended.

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Professor in Louisville Collegiate Institute.

O. L. LEONARD, Principal of Inductive Seminary.

JOSEPH TOY, Principal of City School, No. 5

L. W. ROGERS, Principal Fem. Dep. Center School.

E. HYDE, Principal Teacher City School, No. 7.

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LOUISVILLE, April 24, 1838.

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April 3, 1839.

J. CARPENTER.

From Mr. Sullivan, of the 9th District School, Cincinnati.

I have used "Ray's Arithmetics," in teaching, for about a year, and have been pleased with the effectual assistance they render in instruction. I think they are worthy to compete successfully, with the best systems of Arithmetic I have seen.

March 1, 1839.

S. S. SULLIVAN.

From Mr. Telford, of Cincinnati College.

I have had occasion in the course of my instruction in the Preparatory Department of our Institution, to use "Ray's Eclectic Arithmetic;" and I take pleasure in commending it as a clear, simple, methodical, and complete Text Book.

CHARLES L. TELFORD.

Cincinnati College, March 29, 1839.

From Mr. Boggs, of the Springdale School.

After having used almost all the popular modern Arithmetics, I unhesitatingly pronounce Ray's decidedly the best I have ever seen.

April 6, 1839.

J. BOGGS.

From Mr. Manning, of the Owen Academy.

I am using "Ray's Arithmetics" in my school, and can truly say, that although there are many excellent arithmetical works now in use; yet Ray's contain excellencies not found in the others. Their progressive arrangement and their adaptation to the capacities of learners, must, I think, render them very acceptable books to the friends of Education.

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S. N. MANNING.

From Mr. W. Collis, Teacher of Arithmetic in the Madisonville school.

Having been engaged in teaching (both in Europe and America,) for a number of years past, I have had ample opportunity of examining most of the Arithmetics in publication, as well in Europe as in this country: but of them I can confidently state that I have not seen one possessing equal merit with "RAY'S ECLECTIC ARITHMETIC," both as regards perspicuity and adaptation to the capacities of children. With such views I cheerfully recommend it to the patronage of the public.

May 23d.

WM. COLLIS.

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